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ABSTRACT

In April 1972, the New England Program in Teacher Education (NEPTE) announced the granting of a "Chair" for a New England teacher. The Mary Gresham Chair carried with it a grant of \$100,000 to provide the richest possible learning resources for children. The award was made to Robert Gillette, an English teacher from Fairfield, Connecticut. It permitted the elimination of the usual red tape of administrative accounting, and allowed the teacher to make the decisions. This report tells how Mr. Gillette spent the money during the first 18 months. The money was spent on (a) training and support of teachers, (b) special pilot programs for students, (c) outreach and cooperative programs with other communities, and (d) administration of the grant. A few of the special pilot programs for students were a wilderness leadership training program, special instructional programs, an experiential learning program in language, and a paramedic program. Some of the outreach and cooperative programs included a bilingual program, an urban/suburban cultural program, a municipal government project, and a school exchange program. (Detailed explanations and lists of expenditures are included in the report.) (RC)

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INVESTMENT: THE MULTIPLIER EFFECT

"Push the Right Button." If we select a teacher, a resource, subsidize him/her, allow the teacher to create and generate, see the energy and production begin to spin, then the creative process triggers a fission and more and more students and teachers benefit from the initial ignition of energy. Rather than touching many at the outset, merely change one. The many will be served in the spin-off process. The results of identifying the multiplier personality are not always clearly predictable. Some generate matching funding or barters; some snowball and involve many in the process; some generate on their own power and never actually need financial subsidy.



PRIMING THE PUMP -
the multiplier effect.

HOW TO SPEND MONEY FOR GROWTH

by Robert Gillette

Almost two years have passed since the awarding of the Mary G. Gresham Chair. The excitement and the glamour are waning, though the real effects of subsidized programs and activities are still yet to be felt. People want and should know how all that money was spent.

Certain key principles still ring clear in my own mind. Educational goals that I hold dear have transcended the everyday minutiae of administering the grant. The decisions for spending money are tied to those aspects of growth that I see so necessary for our students...indeed, for all of us.

What are these guiding principles?

Our present needs demand that we overcome our:
boredom,
belonginglessness,
meaninglessness.

Our future needs demand:
flexibility,
positive self-image,
skills.

Educational experiences that answer the above needs dictate spending of Gresham funds. The principles that run through the fabric of our integrated learning experiences community - OTO - are the very principles that underpinned my ideas for spending grant money. How could I help provide the richest learning experiences for students and teachers? By taking cues from OTC, five key concepts emerged. All are connected, though different in emphasis and focus: 1) opportunity for Human Resource Development; 2) investment for matching and outreach; 3) investment for a multiplier effect; 4) investment for seeding; and 5) investment through turnkey experts.

The overwhelming majority of all subsidies included the idea of "give-back;" that is, the person or the group receiving financial aid had to give back their experience of growth to others. No project could be self-serving, alone, as is the case so often in the granting game nation-wide.

Teachers have an excellent insight into what is good for the students, and yet they are frequently never seriously included in key financial decisions made by central administrative staffs. Hopefully, some of our traditional spending concepts can be reworked to emphasize greater investments for the future of our kids and ourselves. The teacher who is energetic, who believes in himself and his program, can accomplish his goals within the public school sector.

Thus I gave most of the money to other teachers.

Perhaps the most ironic insight I have gleaned thus far from the granting experience is that the non-financial subsidies we give each other pay the highest human dividends. Encouragement and administrative support are far more effective than special financial backing. Hard work and enthusiasm can generate all sorts of trade-off services.

..."100,000...to a teacher?!!" questioned an administrator.

"...the teacher is closest to 'front lines' and should be making more of the important decisions, which means money expenditures..." answered an authority.

Said a third, "The most important aspect in education is the kids, but next to them are the teachers. The grant recognizes symbolically all the teachers who are striving for a relationship with kids and trying to develop programs that have meaning for their lives."

A fourth nodded agreement, saying: "...students want responsibility and they're usually willing to live with their own mistakes on the road to maturity..."

"...the other half of experiential learning, outside the classroom, is the natural evolution of the classroom preparation....students shouldn't have to cut class to get where the action is."

And the teacher who very much wanted the grant, said: "Can we develop an educational program which shakes the student loose from his 'zombie' state and which sensitizes him to himself and the society around him?

How can we integrate a program of studies so that the student can experience himself and the group, in real ways, thereby encountering the real world, which is largely viewed by students as existing outside the classroom?"

"What grand ideas," they all exclaimed-----and so they rewarded him with

\$100,000.



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THE IRONIES OF HAVING \$100,000:

The Expenditure Task Versus The Investment Strategy

IRONY #1: "The bulk of money was spent on the few and not the many - on teachers who could affect influence on many others, and on students as subsidies."

The program is based on the financial principle of self-support. Thus, the money did not go towards easing the basic strain of raising money for trips, equipment, students' expenses. Rather, it was used on one-time events and people which would not be possible without the extra soft money at some future date. Having an experience without building in the possibility of repeating that experience would have been contrary to sensible spending for program generation.

IRONY #2: "It's hard to spend money."

Even though the Gresham Chair stipulation allowed decisions on only \$65,000 the first year (\$35,000 was earmarked for his salary by the NEPTE Board), decisions were not made to do more than was manageable. Thus, the first year ended with savings of \$15,000. "To spend all the money earmarked on a line budget within a fiscal year is often irresponsible, yet it is budget reality in all organizations."

IRONY #3: "Let's budget not to spend but to invest."

Instead of asking, "How much does it cost?" and "How much can we save?", the question became, "How much investment is needed to do particular jobs ... to guarantee future program perpetuation?" It might be summarized as: Some people spend money; some people save money; others invest money.

IRONY #4: "Some of the most effective programs have cost no money at all."

In many cases, administrators reason that teachers need not have financial resources to accomplish certain ideas. The teachers claim otherwise. The strategy, by which both parties (plus the students) may win, lies in the moral commitment and potential of monetary support. That is, knowing that there are some resources on which to draw, teachers initiate projects; learn how to develop activities that may cost no money; and then move into strategies that administrators feel are cost beneficial. The key is the opportunity for teachers to take an active role in making decisions about experiences close to themselves and kids.

Investment
for
Human
Resource
Development

Investment
through
"TurnKey"
Experiments

Investment
through
Matching

Investment
through
Seeding

Investment for a
Multiplier Effect

To provide opportunity
for expanded responsibility
for our actions (e.g. to make
decisions, mistakes,
be accountable)

To provide opportunity
for personal growth

To ensure longevity of
investment and impact
through continuous
"give back"

Goals
For
Students

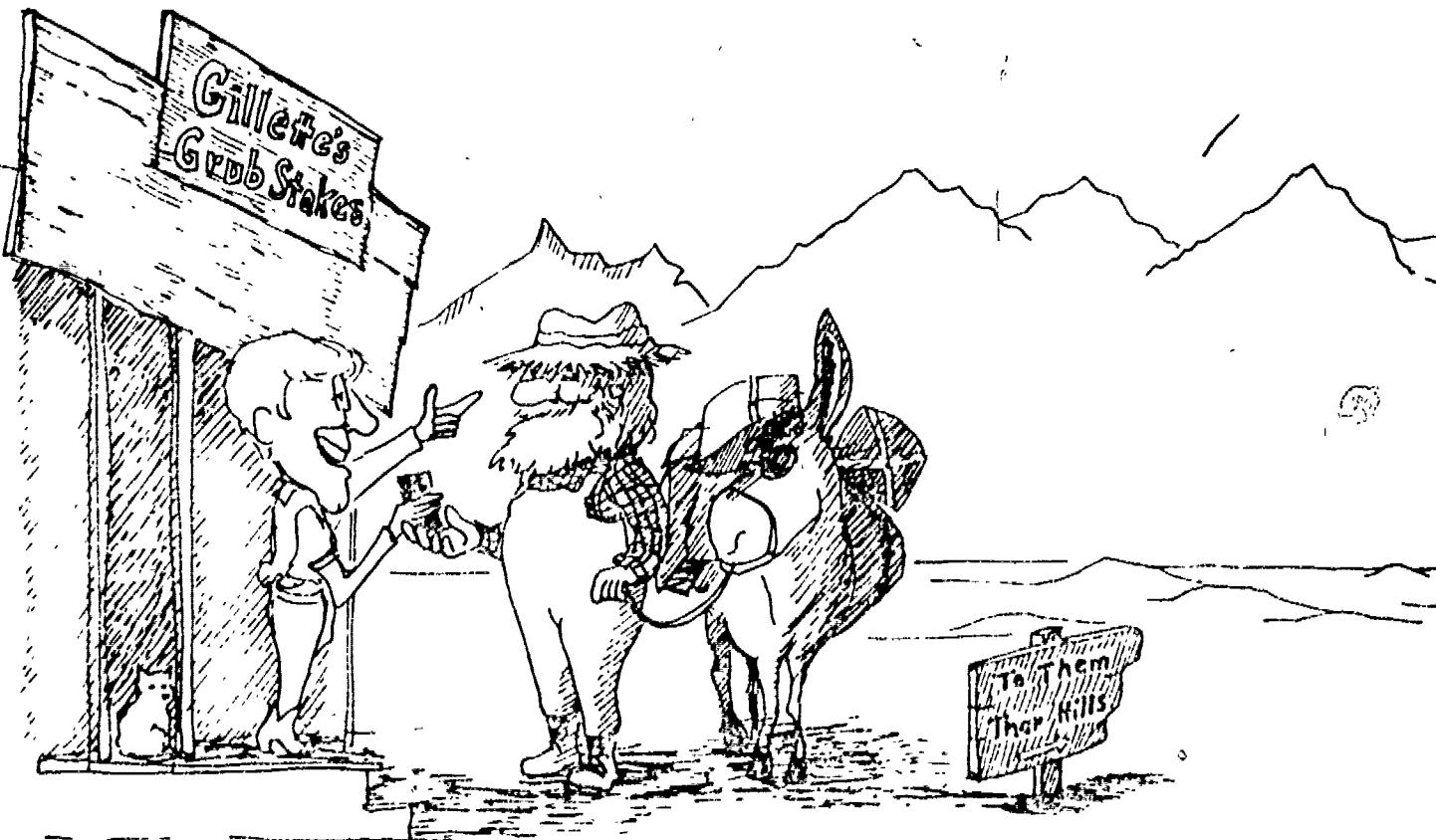
Same
Goals
For
Teachers

Same
Goals
For
Investing
Money

INVESTMENT FOR HUMAN RESOURCE DEVELOPMENT

"First Things First." Before any significant human growth can take place within our classrooms, real personal growth, and the excitement it generates, must be found within the classroom teacher. I feel that Human Resource Development comes first. People must be in touch with themselves before they can affect others. Despite this crucial ingredient for educational success, we rarely put aside funds in the regular school budget to support human grow activities. To my thinking, the largest percentage of projects subsidized would naturally be utilized for human potential development. I would view the teacher and his supportive staff (i.e: guidance counselor, principal, central administrative staff), as demanding our greatest capital investment. What could be the effect to an entire school system, for example, if a decision were made not to paint for a year, not to build, or lower the classroom temperature for fuel conservation, and use the monetary savings for real investment - human resource development.

Communicating effectively is a critical factor in the OTO program. This means not only the students, but the parents and teachers who are the primary adult influence on the students. Thus, effectiveness training was offered to parents, teachers, and students. First, the parents of the students in the program were invited to participate in Parent Effectiveness Training, a course taught by a Fairfield school psychologist. About 50 parents took part. This PET course then was revised to be used with teachers. About 60 teachers accepted the offer.



GRUBSTAKING IMPOSSIBLE DREAMS

Both the Parent and Teacher Effectiveness courses met with enthusiastic response. (95% of participants gave highest accolades on two post-course questionnaires.) And some students, riding to the winter survival camp commented: "You should see my old man - I can't shut him up ... but when I do, he haunts me with his 'concern' for me." And, "My folks never listened to me before."

The OTO students voted against participating in a program of Personality Effectiveness Training (no teacher veto). Their reasoning: "We like the program, but let's get a trainer who can communicate better with us - that's what it's all about, isn't it?" They then volunteered for a skills program to develop effective listening, reading for understanding and comprehension, more effective study habits. In addition, the students have confronted a variety of exercises in "value clarification and commitment" and achievement/motivation.

The subsidized programs have included:

Parent Effectiveness Training Courses offered to:

- OTO Parents
- Parents of students with emotional problems
- Parents of troubled students with limited academic skills

Teacher Effectiveness Training Courses offered to:

- Teachers of A.W.H.S.
- Teachers of high school and junior high school, system-wide
- Elementary teachers, system-wide

Personality Effectiveness

- PACE Program integrated with football pre-season training
- Guidance Counseling Workshops; Transactional Analysis
- Personal awareness through improvisation; theatre techniques
- Achievement motivation for students

But we also learn about ourselves through many varied experiences - when we need confront new environments. Therefore, the Chair supported environmental displacements:

- a high school students' trip to Appalachia
- an exchange program between suburban youth and inner-city youth
- scholarships for inner-city youth to travel across country and hike the Sierra Nevada Mountains.

All people - students and teachers especially - need to grow continuously. They do this by taking a greater role in their own growth, expanding their skills, self-understanding, and the increase of their own responsibilities and responsiveness to their own and others' needs.

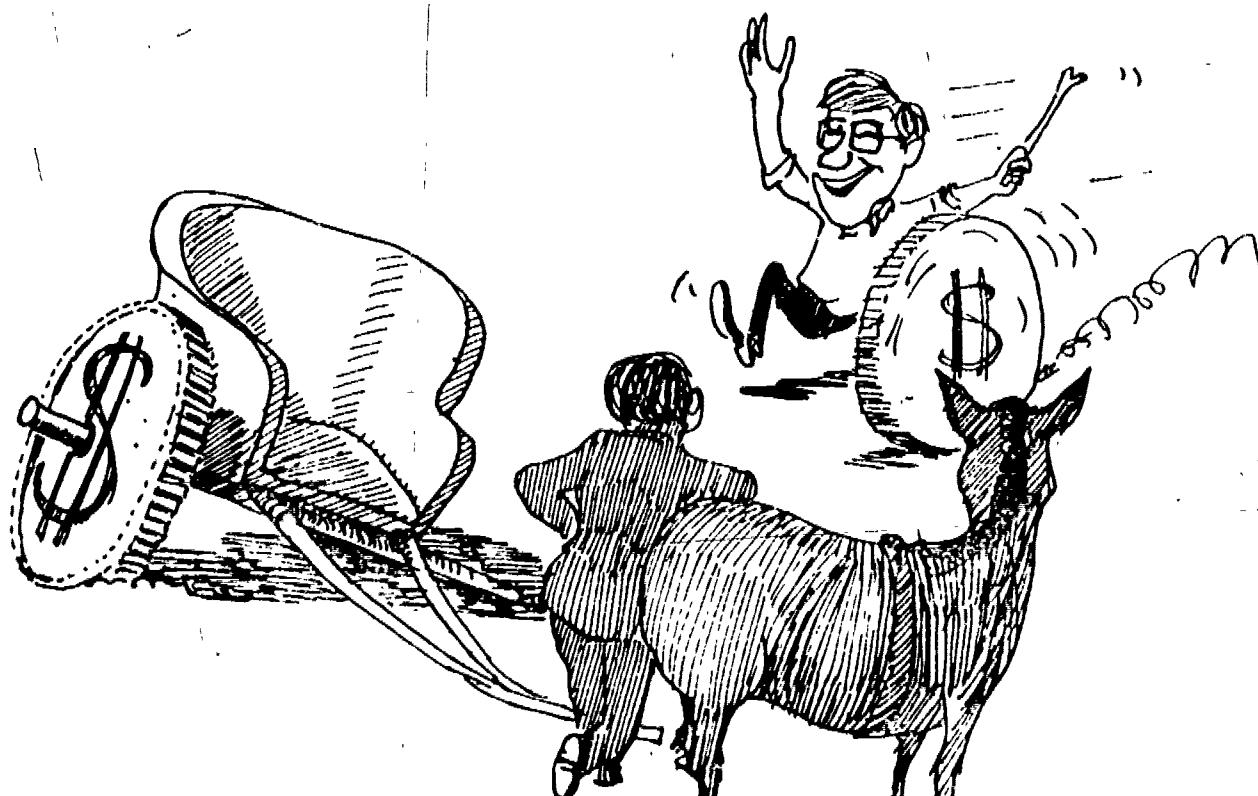
The cost of these alternative training experiences has been a large amount (over half of the Grant monies expended). But their realized and potential payoff in growth is unlimited.

The cost-benefit of these alternatives for effectiveness will most likely be the greatest of all programs.

INVESTMENT THROUGH MATCHING AND OUTREACH

"Take what you have and double it." Many people, institutions, and companies want to help educational programs, but they have to be given the chance. And the best way to elicit a positive response for a request for help is to show how your program or students are working to match an "outside" contribution. People want to help but they don't like to be the sole support; they want to see work and effort and commitment. No one enjoys giving all the time and not seeing some concrete effort from the other party. *

In short I am asking a fundamental question we teachers (especially in alternative programs) must ask - How can we get something for our programs for nothing and not hurt anyone in the process? One of the best ways is to match funds or make "in-kind" trade-offs (an "updated version of the earlier bartering for services of our founding fathers). For example, if a group cannot readily afford a night's lodging at a Youth Hostel, make a deal wherein teacher and students paint, wash, clean, and repair the hostel...and in return a sack and a roof overhead is provided.



MATCHING FUNDS

EXAMPLE 1: REACHING OUT TO THE CITY

A major example of matching took place with SECARE (South End Community Association for Recreation and Education). This grassroots organization, spearheaded by the leadership of Sister Teresa Curly, grew into existence from need, not from available financial backing. The Gresham Chair, however, helped the program become self-supporting by serving as the matching impetus for other groups and agencies. The day camp program was supported by sponsoring instructors and giving small equipment grants. These grants were matched by agencies such as the Bridgeport Police and Recreation Departments, by local businesses and merchants, by the American Youth Hostels, Inc., and by Columbia Bicycle Company. And nothing breeds success and additional contributions as the receiving of the first grant.

EXAMPLE 2: OUTREACH THROUGH BI-LINGUAL TEACHERS

Two of the prime adult leaders in SECARE's early development, Ozzie Suarez and Gracie Sanchez, respectively a Spanish-speaking teacher and a paraprofessional in Bridgeport, were supported for their work with the SECARE program. Further, they were subsidized for their continued educational and professional growth - as workshop leaders, as teachers, and as resource persons for kids with problems.

EXAMPLE 3: IN-KIND MATCHING

Institutions and organizations match funds, but they also match subsidies with "in-kind" participation. For example, Fairfield University donated facilities for the performance of the Suburban Creative Arts Program; the Fairfield Board of Education opened its schools for programs such as the Neighborhood Corps Recreation Program; Bridgeport municipal government officials gave of their time and facilities to aid the municipal internship program. This list of in-kind matching could be extended indefinitely.

EXAMPLE 4: OUTREACH TO ASSIST A SCHOOL FOR DROPOUTS

SASSI, a forward looking independent school answered the desperate needs of dropouts in Springfield. Its vision and promise served kids for three years, but the subsidies and matchings through the community efforts failed. This was tragic for a school so successful. Gresham money, therefore, was used to keep the spark alive by supporting efforts to find funds and to help the founders, Bill Smith and Bob Henderson, save the SASSI experience through their writing. Further, Bob and Bill both served as in-residence experts to both Fairfield and Bridgeport students and adults interested in what they had done.

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PRIMING THE PUMP -
the multiplier effect.

EXAMPLE 1: PROJECT TUTOR

Support was initially given to Mrs. Jayne Mason, a caring and assertive adult paraprofessional. Jayne saw the need to give help to students having studying problems, especially to handicapped students. She also had the vision to involve students as teachers ... to expand the influence to a greater number of students. Thus, Project Tutor utilizes the voluntary energy and skills of 11 high school students who are willing to help other high school students (45) who are having kind of academic problem.

The key concept here is to support one person who in turn will train others to help still others. One major experience insight - an adult needs to be on top of the situation full-time. Guidance is crucial. The subsidy has been small, but the payoff has been enormous.

EXAMPLE 2: THE IN-RESIDENCE PROGRAM

Some professionals are invited to high schools to perform at a school assembly or other presentations for a short period of time. The students cannot interact with the "outside" people and the pro cannot learn about the students. The effect of this one-shot show is minimal. But if a professional lives at the school for several days, then there may be a multiplier effect. Consider Harry Holl, a potter from Cape Cod, who did just that.

First, Harry Holl and some teachers met informally to get to know each other. Then this core group met with a larger group of students to discuss pottery and Harry's hobbies and his life style. Then Harry went into specific classes to teach his skills and personal commitments: Art Class - demonstrating how to "throw pots;" English classes - discussing creativity; and Social Studies classes - relating the craftsman to our society. In all, Harry touched over 500 students in his three-day-in-residence. The total cost: \$500 - that's a financial bargain (other in-residence experts are noted on page 25).

EXAMPLE 3: GIVE-BACK

Project Give-Back involves high school juniors and seniors from the Operation Turn-On program working as teacher aids, tutors, and instructors for elementary and junior high students. The first year, Give-Back was designed and coordinated by Patty Clark, an exceptionally energetic OTO teacher. Listen to what Peggy Georgen, a recent graduate, said about her experience: "Last year, I was a student in OTO and served as an aide to a first grade teacher. I really gained confidence in myself through working with children. I also served as a camping instructor for the sixth grades at North Stratfield Elementary. (I was qualified for this because of my Gresham-supported Outdoor Education Training received at the National Outdoor Leadership School.) We taught camping skills and took students on an overnight camping trip."

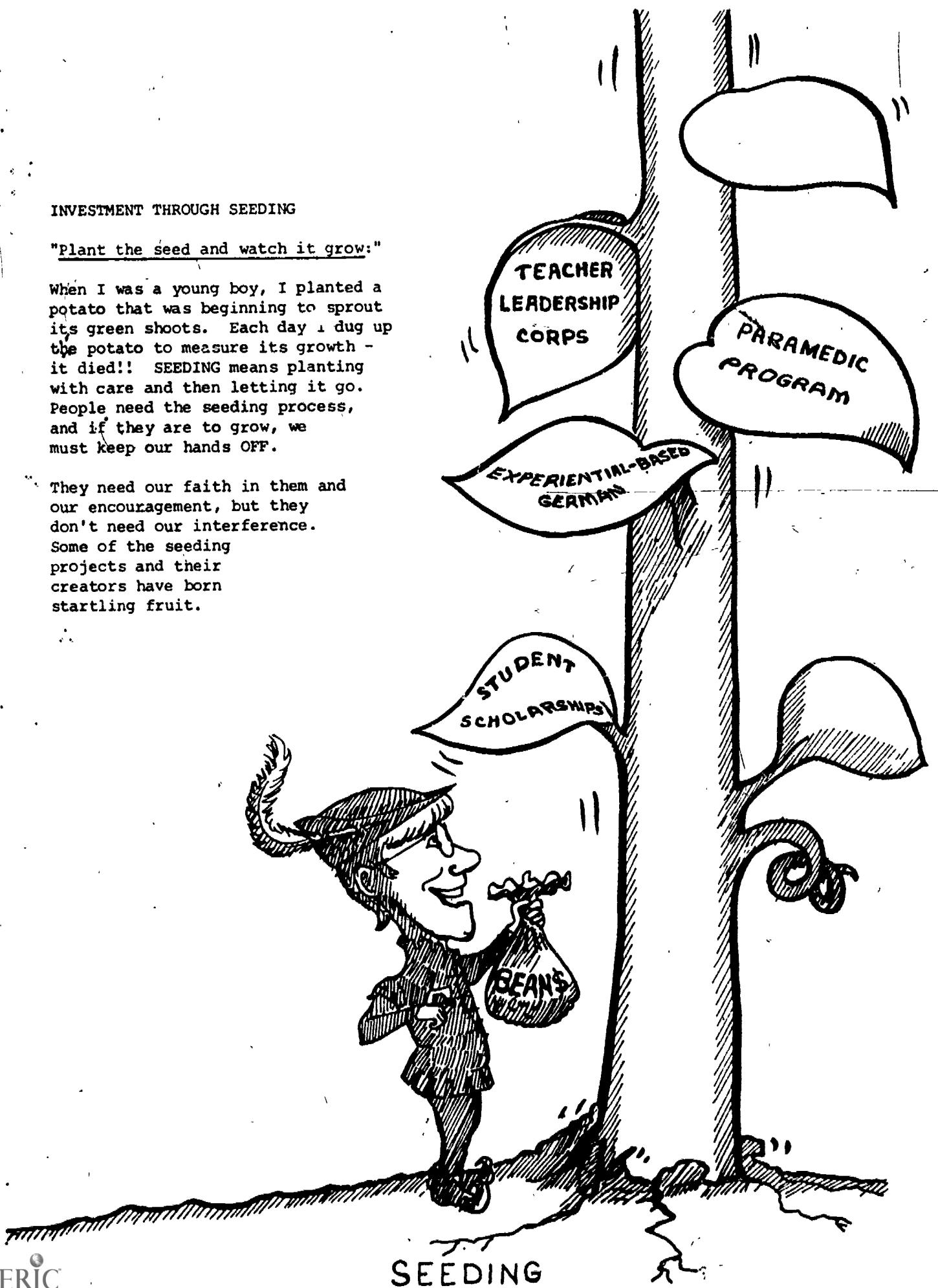
This year (73-'74), Peggy is working as a paraprofessional coordinating Project Give-Back. Trained by Patty Clark, Peggy now works with the OTO students, the teachers, and principals to coordinate placement and supervision of the student volunteers. Nineteen OTO students in turn work with over 250 students and 27 teachers. Peggy will be attending Southern Connecticut State College next year; she hopes to teach.

INVESTMENT THROUGH SEEDING

"Plant the seed and watch it grow:"

When I was a young boy, I planted a potato that was beginning to sprout its green shoots. Each day I dug up the potato to measure its growth - it died!! SEEDING means planting with care and then letting it go. People need the seeding process, and if they are to grow, we must keep our hands OFF.

They need our faith in them and our encouragement, but they don't need our interference. Some of the seeding projects and their creators have born startling fruit.



EXAMPLE 1: EXPERIENTIAL-BASED LANGUAGE ("GERMAN OTO")

One example is that of the German OTO program at Andrew Warde. The German teacher, Frank Flint, first realized the merit of an experience base for learning a language and its culture. So he started with a small amount of Gresham Chair support (\$500) and developed an initial set of strategies for getting the students into the community with a variety of German-speaking persons. After some effective "outside" learning was operating, it was seen as advantageous to share some of these successes with other German teachers throughout the country... thus a book was written. And how best to write a real book in German about real experiences of the students? Have the students write the book themselves, along with their guide teacher. Therefore, students and teacher were subsidized to create a working draft. The book, written by Frank and his "teachers" (i.e. students), has now completed two editions. The text has recently been accepted by the Board of Education.

EXAMPLE 2: ANDREW WARDE HIGH SCHOOL PARAMEDICS --- A FULLY DEVELOPED HEALTH SERVICE

Certified para-medics know what they are doing. A para-medic program involves conducting of metabolic tests, technical know-how, understanding of complex concepts, first aid, and a perspective of related health services as a field. Sal Fama, a biology teacher at Warde, had faith in his students ---they were responsible and could perform needed school and community health checks. Some seed money for testing devices boosted the sophistication of the paramedical analysis. To date, 23 students have been instructed by Sal, four doctors, three nurses, a medical administrator. The students have served 700 students and adults and they will soon be certified to conduct hypertension tests in a State and Federal program which will demand approximately 5,000 examinations. The group now has its own Para-Medic Clinic in the high school. This program is destined to be a pace-setter for service and professional training. Students have already become salaried personnel.

EXAMPLE 3: TEACHER LEADERSHIP CORPS (4th and 5th GRADERS)

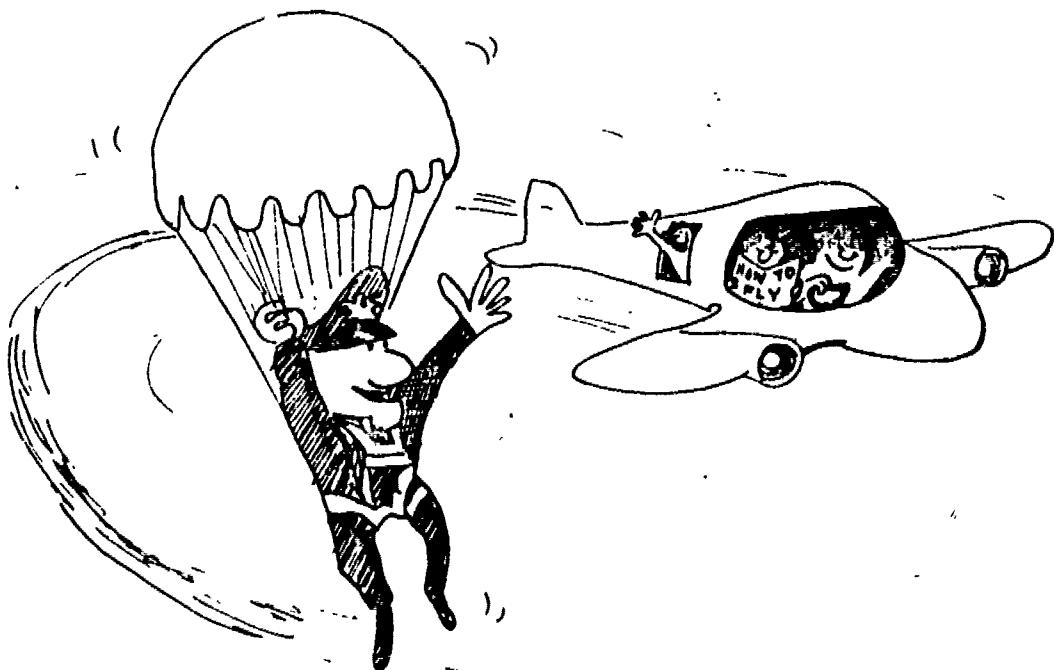
Can younger students - fourth and fifth graders - actually lead activities, teach, be responsible for their own activities and for those of younger elementary students? Yes, without reservation, yes! Peggy Davis, a dynamic physical education teacher, said yes awhile ago and Gresham seed money helped fulfill her dreams for student growth. Peggy and a student-assistant worked with the students through the summer, actually training them for responsible positions for the school year. The students learned quickly and now are assuming responsibility for supervising and teaching all sorts of skills and games during the regular school day. Everyone wins, everyone grows.

EXAMPLE 4: EXPERIENTIAL LEARNING FOR 6th GRADERS

An integrated day learning community for the middle school grades. All that was needed was a paraprofessional to help, some materials, and support and encouragement. Steve Smith, 6th grade teacher, got it all together. The seed money fertilized an already dynamic drive for growth. Ask the kids!

INVESTMENT THROUGH "TURNKEY" EXPERTS

When experts consult or demonstrate their specialty, the result often seems like magic. But in many cases, this expertise can be learned, or the approach better understood by the students who have recently learned themselves. By choosing experts who are willing to transmit their magic, Gresham support generates a "turnkey" approach for exposing adults to kids. As in the housing notion of turning the responsibility and skills over to the clients, the adults in this program turned their skills over to the kids and other teachers, who in turn taught others.



OPERATION TURNKEY

EXAMPLE 1: OUTDOOR EDUCATION AND WILDERNESS LEADERSHIP TRAINERS

Often adult experts cannot relate to the learner as well as a fellow student can. Four students were sent to Project USE of the New Jersey Educational Consortium to learn wilderness camping skills and rope climbing techniques. The students, in turn, helped teach the remaining students when Project USE instructors came to the high school. On the winter camping experience that followed, the four previously trained students set up and supervised a rope climbing challenge and are now teaching in the elementary grades and also teaching teachers.

Another experience, though costly, proved valuable to students in the winter survival camping program. The students were not satisfied with the base-camp training from this experience. But they wanted and needed additional skills; so this year the trainers with Project USE and a registered Maine guide, Kenneth Walker, trained students in river ecology, canoeing, and wilderness leadership skills. A week long canoe trip on the Connecticut River was recently completed, the trip bringing together the skills developed through the training.

EXAMPLE 2: APPRENTICESHIP/SCHOLARSHIP PROGRAMS

Randy Miller is a turnkey expert in two respects. He has transmitted skills to students both as a leathermaker and a puppeteer. First, he and his family accepted Shari Kaufman to live and work with them as an apprentice in designing, making and marketing leather goods. Shari plans to share her skills with the OTO class, students in elementary schools, and teachers in other schools.

As a puppeteer, Randy was asked to be a visiting craftsman, putting on demonstrations of puppet-making at Andrew Warde. The program piqued enough interest that some students and teachers asked and were accepted to go to Randy's house to learn puppet-making.

EXAMPLE 3: CULTURAL SYMPOSIUM

During the winter of 1972-73, community and college leaders sponsored a week-long music/art/dance symposium. The guiding principle of the symposium was to train students to understand the creative process ... and to conduct portions of the symposium on their own. Thus, a choreographer (Bruce Naylor) from New York not only trained the students to dance, but enabled them to choreograph a dance by themselves. Michael Isaacson, a young composer from the Eastman School of Music, traveled to Fairfield to assist student composers and conductors. The major event of the week-long symposium was a concert in which the students conducted some of their own work.

The symposium changed direction this spring to become an urban/suburban (Bridgeport and Fairfield) cultural exchange program. As noted by Ray Gilbert, project coordinator: "The underlying purpose of this program is to expose 15-17 year olds to successful professionals. Whether or not highly polished finished work results from the students' efforts is of relatively minor importance. What does count is the experience that these youngsters have had and their exposure to the honest, everyday problems confronting those who choose to devote a part of their lives to the arts."

HOW MUCH DOES IT "COST" TO START AN OTO PROGRAM?

The major "cost" of starting and maintaining an OTO program is in human energy and teacher commitment, in the total involvement of being with adolescents. Gresham Chair money was not used to start or subsidize Operation Turn-On, our integrated learning experiences community, an alternative educational program at Andrew Warde High School. The program existed before the grant and will continue to grow after all Gresham monies are expended.

Money is not the key factor in starting or supporting such a program. The town does need to pay a teacher(s) a regular salary, and it needs to provide the ordinary supports such as room, lights, heat, etc. Students do and can self-support their own activities through numerous ways of raising their own funds. This we have done for the past five years. An integrated learning community need not house itself outside of the regular public school. Its activities do not even have to take place outside of the school, though integration with "outside reality" has real advantages. Traditional skills development can still be the cornerstone, though techniques may vary.

The educational system, however, needs to provide the freedom for students to select an alternative program and teachers who want to teach in it. The school administration needs to provide support for activities and concepts that may be contrary to the norm of daily operation. The administration needs to give responsibility to the teachers and to their students - this means taking intelligent risks. No additional financial resources are needed to support an OTO program.

However, huge investments of energy and commitment are crucial to success, and no one can underestimate this kind of human input.

The investment of energy and professional focus have several kinds of payoff, but the one that often escapes our scrutiny is the professional and personal growth that takes place within the teachers themselves. I have never seen such professional growth take place in such a short period of time. The principle of such growth is the same for teachers as it is for students; give teachers the kind of responsibility they can really handle, and the resultant growth is positive and strong. As teachers deal with students a philosophy of teaching grows out of an understanding of the needs of students. They (teachers) begin to deal with themselves with the same kind of intelligent and sensitive awareness as they provide students. Such human resource development I have perceived over the past five years of the program's longevity.

Not only is the cost of an OTO program great for students and teachers, and not only is the cost rewarded immensely, but the growth for administrators in the school is also very great. Once the administrator understands that teachers and students can work out their own administrative and interpersonal arrangements, then the administrator understands that he can function more effectively as a support agent for the teacher and the students. (Many administrators have dreamed and been fulfilled by being able to implement some of their dreams when the small learning communities can and do function with the general high school.)

The costs for OTO are high in intangibles. It doesn't take money - rather, it takes energy and commitment.

"A RISK ... OR AN OPPORTUNITY"

by Vincent Strout, Asst. Headmaster
Andrew Warde High School

The great challenge to comprehensive public schools is to educate all of the children of all of the people. Much noise has been made about this notion to the extent that the unusually able and the unusually unable have received enough attention and support to have their school situation considerably improved. Many of the inbetrweens have not been so fortunate; particularly the inbetrweens who feel hopeless and powerless to the extent that they have little courage to tackle life's adversities, and drift rather irresponsibly through school and life coping far below their potential.

So we take up the challenge and ask, "Can a comprehensive school provide a better program for these inbetrweens in the present school setting?" However, for many schools this question becomes, "Can a better program be provided without any additional resources?"

From a situation involving a problem class and the availability of a teacher willing and able to consider education in a larger sense than generally perceived in the traditional classroom, "Operation Turn-On" was conceived and born. It grew and flourished because of Bob Gillette's faith in people, his ability to relate to youth, his basic understanding of the needs of young people and of a process through which these needs could be met.

Support and encouragement from the school administration helped the program grow and prosper. The risks taken by the administration in supporting the program were rather minimal and probably were no more than to receive some criticism for straying from the paths of righteous orthodoxy or that students end up no better than if they had stayed with the traditional program.

In the beginning of OTO when we were trying to find ways of moving students and their bikes long distances we thought having a bus of our own was what we needed. We felt financial support for the things we wanted must be found.

When we entered the Mary Gresham Chair competition we envisioned the money being used to get all the things we felt we needed and had not been able to get. During the selection interview we were told the money could not be used for buses and things in the nature of equipment.

Looking back on our experiences the wisdom of this restriction becomes clearer. A difficulty many of our youth experience is having so much provided for them so easily that its value is reduced to almost nothing. Having to overcome the problems of transportation and equipment, we see now, is in keeping with a basic OTO belief that facing adversity in a real situation is an essential part of being alive and being able to adequately cope with one's existence. So the OTO program continued to function with very limited support from the Grant.

It seems then that it is possible to make changes within the present structure taking only moderate risks and with little or no additional financial support.

As we travel through the dim corridors of fear and insecurity, winding our way through the red tape while encountering entrenched interests and union restrictions, we can be alert for situations that provide opportunities to demonstrate there are different ways to skin a cat--some better than others.

A ROAD TO ROME

by Joseph S. Zapotowski, Superintendent
Fairfield Public Schools

"A wide variety of paths leading to completion of requirement for graduation from high school should be made available to all students. Individual students must be encouraged to assume major responsibility for the determination of their educational goals, the development of the learning activities needed to achieve those goals, and the appraisal of their progress." --- National Commission on the Reform of Secondary Education.

Teachers can use the natural curiosity of students to experience reality firsthand and from it give a new dimension to classroom activities. Rather than wait until graduation to be given responsibility and the chance to test what they have learned in school, many students need to get out into the real world into situations in which they can mature as individuals and as members of a group. More opportunities must be provided to either profit from what has been learned and from the decisions made, or to learn immediately from mistakes. Operation Turn-On students also learn what it means to be able to depend on themselves and others, to become give-and-take members of a group which depends on such interaction for its survival. Thus Operation Turn-On has been providing a new kind of learning experience for students who voluntarily elect into the program.

Its influence is also being felt elsewhere within the school system. At Roger Ludlowe High School a new interdisciplinary program involving English, social studies, science, and physical education, called Whole Earth Learning, has developed. Patterned after OTO, it provides students opportunities to learn about themselves and their world by combining in-school work with intensive outdoor activity. Hiking, camping, back-packing, and biking, as in OTO, challenges students physically, intellectually, and emotionally as they develop new skills and understandings in working with others and on their own. Extensive use is made of out-of-class resources, including those not only available on longer trips, but also through local learning resources such as nearby libraries, museums, and agencies.

So many of our students have had tremendously important experiences as community citizens through programs in elementary schools where they provided assistance to teachers in classroom programs. Others have had increased meaningful involvement with the adult community. The Operation Turn-On program has brought new life and excitement to much of the school program that otherwise would not have provided the necessary challenge.

As Superintendent of Schools, I heartily endorse these programs as part of continuing alternatives for learning that are made available for students. There is a continuing need to provide educational programs which can be adapted to the needs of individual students, including differing time sequences, new interrelationships between the classroom and outside reality, the melding of physical and intellectual development, and the establishment of lasting human relationships. Operation Turn-On and Whole Earth Learning are leading the way in alternative learning experiences, which, hopefully, will involve more and more students and faculty.

TABLE I
EXPENDITURES VIA STANDARD BUDGETING

	<u>7/1/72-6/30/73</u> <u>1 Year</u>	<u>7/1/73-12/31/73</u> <u>1/2 Year</u>	<u>Totals</u> <u>18 Months</u>
Consultant Services	20,602	15,404	36,006
Curriculum Development	6,748	1,760	8,508
Instructional Materials	3,033	1,861	4,894
Instructors and Teachers	1,320	4,509	5,829
Professional Services	2,170	3,717	5,887
Travel	4,382	2,620	7,002
Scholarships and Tuition	8,502	100	8,602
Supplies	1,268	206	1,474
Office Expense	181	900	1,081
Telephone	566	303	869
	48,772	31,380	80,152

Total Grant Monies for
Which Investment
Decisions Were Made

Salary - R. Gillette	33,000	10,000	43,000
(Stipulation in Grant award that he make an amount \$1,000 more than the superintendent of schools. The above amounts, then, have been taken from the \$100,000 each year.).			

The categories and amounts indicated in the first column above are the same as
shown in the audited statement of the Grant.

TABLE II
EXPENDITURES VIA INVESTMENT PROGRAM AREAS

		1972-1973 1 Year	1973 1/2 Year	Total
HUMAN RESOURCE DEVELOPMENT	-Teacher Support -Effectiveness Training -Administrator Subsidies -Theatre Improvisation Training -Instructional Materials for Special Skills	3,649 9,455 504 --- 1,264	9,507 1,862 940 541 1,605	29,287
		14,872	14,415	
MATCHING AND OUTREACH	-Bridgeport Projects (SECARE, Bilingual, Urban/Suburban) -SASSI, Thomas Jefferson -Municipal Government -Other Towns, Programs	9,211 --- 3,200 2,000	546 1,804 --- 555	17,316
		14,411	2,905	
MULTIPLIER EFFECT	-In-Residence Adults -Give-Back -Project Tutor -Mini-Grant Program	2,487 250 500 2,000	2,790 1,255 1,046 ---	10,328
		5,237	5,091	
SEEDING	-Student Scholarships -Teacher Leadership Corps. -Paramedic Program -Experiential Language	1,022 --- 192 50	675 1,250 815 945	4,949
		1,264	3,685	
TURNKEY	-In-Residence, Other -Music Symposium -Wilderness Leadership Training -Apprenticeship/Internship	2,527 2,486 3,951 315	365 500 --- 800	10,944
		9,279	1,665	
ADMINISTRATION	-Dissemination, Evaluation, Typing, Telephone	3,709	3,619	7,328
		48,772	31,380	80,152
Total Grant Monies for Which Investment Decisions Were Made				
SALARY - R. Gillette (Stipulation in Grant Award)		33,000	10,000	43,000

TABLE III

HIGHLIGHTS OF INVESTMENTS VIA PEOPLE AND SPECIAL PROJECTS

	1972-1973	1973	
	<u>1 Year</u>	<u>1/2 Year</u>	<u>Total</u>
A. Training and Support for Teachers, Parents, Administrators, Other Adults:			
-Teacher Designed Projects	2,491	6,422	
-Mini-Grant Program	2,000	---	
-Teacher Subsidies	1,158	3,084	
-Effectiveness Training (4 programs)	9,455	2,403	
-Cultural/Music Program	1,243	500	
-Administrative Subsidies	504	900	
-Internships	315	600	
	17,166	13,909	31,075
B. Special Pilot Programs for Students:			
Development of Skills to become Trainers and Teachers:			
-Wilderness Leadership Training	3,951		
-Special Instructional Programs: Skills in Reading, Studying, Decision-Making, etc.	623	1,605	
-Cultural/Music Program	1,243	---	
-Paramedic Program	192	815	
-In-Residence Adults, Creative Arts	2,488	698	
-In-Residence Adults, Other Skills	2,527	2,458	
-Apprenticeships	---	200	
-Give-Back	250	1,255	
-Teacher Leadership Corps	---	1,250	
-Student Scholarships	1,021	675	
-Project Tutor	500	1,046	
-Experiential Language - German	50	945	
	12,845	10,947	23,792
C. Outreach and Cooperative Programs with Other Communities:			
-Bridgeport Projects (SECARE, Bilingual Program, Urban/Suburban Cultural Program)	9,211	546	
-Municipal Government Project	3,200	---	
-SASSI and Thomas Jefferson (Brooklyn, New York) Exchange Program	---	1,804	
-Other Towns, Teachers, Programs	2,641	555	
	15,052	2,905	17,957
D. Administration:			
-Typing, Telephone, Dissemination	3,310	3,419	
-Assistance-Student Scholarships	20	100	
-Evaluation	379	100	
	3,709	3,619	7,328
Total Grant Monies for Which Investment Decisions Were Made	48,772	31,380	80,152
E. Salary - R. Gillette (Stipulation in Grant Award)	33,000	10,000	43,000

PROJECTS SUPPORTED BY THE GRESHAM CHAIR GRANT

The "investment" sections of this booklet describe a variety of projects supported by the Gresham Chair:

- Parent and Teacher Effectiveness Training
- Personality Effectiveness Programs (PACE & Transactional Analysis)
- Achievement Motivation Programs for Students
- High School Students' Trip to Appalachia
- Bridgeport SECARE Programs
- Bilingual Teachers in SECARE
- In-Kind Matching with Fairfield University (Cultural Symposium)
- Outreach to SASSI, School for Dropouts
- Project Tutor
- Project Give-Back
- Experiential-Based German
- Paramedic Program
- Teacher Leadership Corps
- Wilderness Leadership Training
- Apprenticeships for Students
- Cultural Symposium

The starting point for all of these projects is the basic Opération Turn-On (OTO) program for juniors. Even though OTO continues to be financially self-supporting, some comments on the program might help set the context for some of the other experiential projects (see the "available materials on OTO for more information - p. 26). OTO integrates outdoor experiences (e.g. backpacking, bicycling to Mystic Seaport, canoeing to learn water safety skills, wilderness survival) with supporting classroom skills (e.g. planning, research, writing about experiences) to develop a learning community. The complementary program for seniors includes "give-back" activities for teaching and training other students, teachers, and parents what they have learned.

Scholarships and Apprenticeships:

- Shari Kaufman (student) to study leathermaking and making puppets.
- Milt Jacoby (teacher) to workshop on developing creative experiences.
- Vinny Strout (administrator) to workshop on transactional analysis.
- Bob Murray (teacher) to workshop on oceanography.
- Ten elementary teachers to develop a curriculum in experiential learning.
- Madeline Buturac (student) to take special art tutoring in New York City.
- Helene Byrne (student) to develop theatrical improvisation techniques at the Shakespeare Festival Theatre in Stratford.
- Joseph Delano (guidance counselor) to study personality counseling at LaJolla Institute, California.
- French Club (junior high) for a field experience in France.
- Leslie Bowers (student) to Athenian Center (urban) in San Francisco.
- Ev Copeland (English coordinator) for four Shakespeare Institute scholarships.
- Mildred Lasky (humanities teacher) for scholarship to National Humanities Workshop.
- Leslie Fialk (student) for N.O.L.S. Institute.
- Many others...

In addition the preceding projects, there are over 100 other projects supported by the Gresham Chair. These include:

Experiential Psychology Program: four teachers designed an experimental course based on real experiences. These include projects in prisoner rehabilitation, drug center assistance, outside experts in psychiatry, psychic phenomena, marriage counseling.

Ludlowe Whole Earth Learning Program: an OTO-type program in the other Fairfield high school.

Thomas Jefferson Exchange Program: a series of shared experiences between OTO students and some from a Brooklyn school - exciting trip to Sierras last summer by some students from both schools.

Teacher Sharing Ideas Program: activities include two teachers writing a booklet called "Warm-Ups" - a series of short activities for humanizing a classroom.

Andrew Warde Mini-Grant Program: four awards decided on by teacher group - work-study for senior citizens in high school; work-study in Appalachia; audio-visual approaches to teaching chemistry; and study of community utopias.

Teacher Woodstock: teachers invited from many states to bring together ideas that are experiential in nature.

In-Residence Football Camp: personality effectiveness training (PACE) for football players and coaches at beginning of season.

In-Residence Adult Program:

- Mary Hecht - nationally-known bronze sculptor of biblical creations.
- Harry Holl - professional potter concerned with diverse vocations.
- Bill Smith - former headmaster of a school for dropouts.
- Bob Henderson - coordinator of a national alternative schools project.
- Michael Isaacson - composer from Eastman School of Music.
- Bruce Naylor - choreographer from New York.
- Ken Walker - registered Maine guide.
- Randy Miller - puppeteer and leathermaker.
- Art Cosgrove - camping skills instructor.
- John Wilpers - writer and trainer for incentive testing.
- Lew Knight - math teacher of kids who dislike math.
- Bill Martin - evaluator and outdoor educator.
- Jim Segrue & Jeff Zellany - ambulance corpsmen.
- Andy Lochman - forestry student at Yale teaching ecology of Connecticut River.
- Larry Shephard - filmmaker, world "vagabond."
- Jean Francis - snake expert from Audubon Society.
- Dorita Beh - choreographer from New York City.
- Charles Morrow - composer from New York City.

(Cost of duplication and mailing requires charges as shown below. Discounts on group orders will be arranged.)

MATERIALS AVAILABLE ON THE OTO PROGRAM

(Send requests for all material to NEPTE, Pettee Brook Offices, Durham, New Hampshire, 03824)

A.	Major description of OTO related approaches:	
1.	OTO philosophy with accompanying flow charts, by Bob Gillette	\$1.00
2.	"The First 18 Months - A Financial Report"	2.50
3.	"Warm-Ups" - a booklet of short exercises for humanizing the classroom, by Jack Strauss and Dick Dufours	1.50
B.	NEPTE reports and booklets:	
1.	"Does the Chair Fit?" - a report of the first year, by Bob Gillette	.50
2.	"A Charette Simulation" - a description of a unique workshop process used during the Teacher Challenge Conference	2.50
3.	"The Teacher in 1984" - a set of position papers by ten future thinking educators: J. Bremer, D. Allen, C. Hurst, others	5.00
C.	Reprints of magazine articles:	
-	Newsweek: "Hello Mr. Chips" (6/5/72)	
-	Arizona Teacher: "The Hundred Thousand Dollar Teacher" (12/72)	
-	NEA Journal: "Operation Turn-On" (12/72)	
-	Government Executive: "Beyond the Little Red Schoolhouse" (2/73)	
-	Scholastic Teacher: "\$100,000 Teacher", (2/73)	
	Packet of articles	3.00
D.	Reports on specific projects supported by the Gresham Chair: (The following are 2 to 3 page articles written by trainers, students, teachers.)	
1.	Communication Skills: Parent and Teacher Effectiveness Training	
2.	Project Give-Back: How It Works; How You Can Do It	
3.	The Paramedic Program: A Unique Health Service Program	
4.	Structure and Governance of OTO: Inputs, Votes of Students and Teachers	
5.	Experiential Language - German OTO	
6.	Project USE: Developing Outdoor Skills - A Student Look	
7.	Project Tutor: Students Teach Students	
8.	Apprenticeships: Kids Can Handle More Than We Think	
9.	Experiential Psychology: Using Community Resources and Real Referrals	
10.	Student Trip to Appalachia: An Environmental Displacement	
11.	Evaluation strategies for OTO: New Questions and Feedback	
12.	Physical Education in OTO: A Major Ingredient	
13.	Cultural Arts Symposium: Students' Exposure to Artists/Their Life Style	
	Single articles \$.25, packet of all 13 articles	2.50

In process are articles and/or "how-to" teacher manuals for the teacher leadership corps; municipal government internships; abstract of descriptive evaluation study of OTO; "skills are crucial in OTO; PACE;" "stimulating creativity in classroom experiences;" science teaching in OTO. In addition, three 16mm films will soon be available on a Connecticut River canoe trip; backpacking; and the Teacher Challenge Project Conference.

THE FIRST
EIGHTEEN
MONTHS
A Financial
Report of the
Gresham
Chair

Robert Gillette
Lewis Knight
Illustrated by
Robert Nilson

TEACHING AS AN ECONOMIC RESOURCE
by MARY GRESHAM

Dwight Allen

The Possible Dream

Managing With Mirrors

Roland Gould/Lewis Knight

THE
CALCULUS
RISK

Charlotte Ryan
Elmer Dodge
and the
N.E.P.T.E.
Board of
Directors

LEARNING
TO
TEACH
AND
LIVE
TOGETHER

Patricia Clark,
Charles Hussey,
&
The
O.T.O.
Students

A
Family
Affair

Bob
Marsha
David
Mike
&
Danny
Gillette

BEAT
THE
DRUMS
SOFTLY

Joseph
Zapyjowski
Kenneth
Petersen
Vincent
Strout
Paul
Guss

Typing by
Joyce Lance

A CHALLENGE TO YOU!!!!

Are you willing to invest \$5,000 of
your budget to allow a teacher to
explore "the richest learning
experiences for students in your
school?"

That's probably more than it takes.

